

# CRAMLINGTON SIXTH FORM

POST-16  
PROSPECTUS 2025

BELIEVE . ACHIEVE . SUCCEED







# WELCOME

**MORE AND MORE STUDENTS ARE CHOOSING CRAMLINGTON LEARNING VILLAGE AS THE BEST PLACE TO CONTINUE THEIR STUDIES POST-16.**

We are well placed to offer a wide range of qualifications and to provide the individual support needed to achieve at this level. Last year, our success rate at A Level was over 99%. This year, nearly 300 students are taking advantage of programmes shaped for them at Cramlington Learning Village Sixth Form.

So whether you are a student in year 11 or a member of the wider Cramlington community we look forward to you joining us in September 2025.



**TEACHERS ARE WELL TRAINED IN UNDERSTANDING PUPILS' INDIVIDUAL NEEDS AND HOW BEST TO MEET THEM. LEADERS ENSURE THAT ALL PUPILS HAVE ACCESS TO THE SAME HIGH-QUALITY EXPERIENCES.**



**OFSTED 2022**



# JOINING OUR 6TH FORM GIVES YOU

ACCESS TO A 21ST CENTURY  
LEARNING ENVIRONMENT IN THE  
ADVANCED LEARNING VILLAGE

AN INDIVIDUAL PATHWAY WHICH  
SUITS YOUR ACADEMIC NEEDS  
AND CAREER ASPIRATIONS

A LEARNING GUIDE WHO KNOWS  
YOU WELL AND WILL SUPPORT  
YOUR LEARNING AND PROGRESS

ACCESS TO A LEARNING MENTOR  
AT POINT OF NEED TO SUPPORT  
YOUR LEARNING

A HUGE RANGE OF ENRICHMENT  
OPPORTUNITIES

ACCESS TO THE SPORTING CLUB  
GYM

A SPECIALIST CAREER, EDUCATION  
AND GUIDANCE PROGRAMME  
FOCUSSED ON POST-18 OPTIONS

EXPERT TEACHERS WITH  
OUTSTANDING SUBJECT  
KNOWLEDGE





# OUR FACILITIES

**SIXTH FORM STUDY MARKS THE MOVE TO INDEPENDENCE AND OUR FACILITIES ARE DESIGNED TO SUPPORT THIS. OUR PURPOSE BUILT SIXTH FORM CENTRE IS AT THE HEART OF SIXTH FORM LIFE.**

## INDEPENDENT LEARNING CENTRE

A supervised and well equipped study area with over 50 work stations and access to a well stocked revision library. Open 8.30 - 4.30 daily.

## SOCIAL CENTRE

A social centre with study area, computer suite and kitchen. Students, through their leadership team, are responsible for the day to day management of the social area and key student events.

## TEACHING & MEETING ROOMS

In addition, we have access to a range of well equipped learning spaces.

## SPORTS CENTRE

With teaching rooms, state of the art fitness suite, large sports halls and dance studio.

## THE HUB

A 21st century performance space for drama, music and events.

## MEDIA AND ICT RESOURCES

Studios and work stations to support advanced studies.





# SIXTH FORM SUPPORT

**We believe that support is vital throughout the Sixth Form phase and this support begins the moment a student starts to think about the Sixth Form.**

Information is available through assemblies, email and brochures, but also through the **Sixth Form Information Evening** on **Thursday 30<sup>th</sup> January**, which gives parents and students a chance to tour Sixth Form facilities, hear about Sixth Form life and 'visit' each subject to find out more about the courses on offer. Students who are interested will be invited, with parents or carers, to an online individual **Sixth Form Interview** to discuss courses and pathways.

We know how important it is to have the support of parents and carers and try hard to keep you as involved as possible. You will be invited to online Parent Evenings and have access to our Parent Portal to keep you up to date. If you have any worries or queries we do encourage you to contact Mr Brechin, Miss Knox or Mr Snow.

## BURSARY

We will offer our 16-19 bursary again in 2025 (subject to confirmation of funding). This help is available to students who want to study in the Sixth Form at Cramlington Learning Village.

A guaranteed bursary is available to:

- young people in care and care leavers
- young people in receipt of income support
- disabled young people in receipt of both Employment Support Allowance and Disability Living Allowance.

A discretionary bursary is available to students who are eligible for FSM or may be experiencing hardship.

Further information on the 16-19 bursary is available on the Department for Education website.

## SUPPORT BEYOND SIXTH FORM

We realise students are making some important decisions during their time in Sixth Form and we are committed to providing support throughout their time with us and beyond. We offer full support for admission through UCAS (Universities and Colleges Admission Service) including personal statement guidance, institution and course choice. We offer visits from course directors and professionals throughout the year and positively encourage work placements.



**PUPILS ARE PREPARED EFFECTIVELY FOR LIFE IN MODERN BRITAIN. THERE IS A WELL-PLANNED PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) CURRICULUM. LEADERS ENSURE THAT PUPILS RECEIVE CLEAR MESSAGES AROUND TOPICS SUCH AS CONSENT, PERSONAL SAFETY AND MENTAL HEALTH.**



**OFSTED 2022**

# CHOOSING A COURSE

## THERE IS A RANGE OF COURSES ON OFFER IN SIXTH FORM. IT IS VERY IMPORTANT TO SELECT THE RIGHT COURSES, BUT WHAT DOES THAT MEAN?

You should choose courses that you enjoy and will allow you to move on to the career or studies you are targeting in the future. Some degree courses require particular A Levels and grades, so do your research early and check specific university course requirements. Talk to students and teachers about what courses involve.

Pick courses where you will be able to be successful. Look at your review data, talk to your subject teachers, attend your Sixth Form interview and listen to the advice offered. All of this will give you information about the best pathway for you.

## WHAT COURSES ARE AVAILABLE?

**A Level** - a two-year course.

**Level 3** - these are two-year courses which give students the opportunity to achieve an award equivalent to 1 A Level or 2 A Levels. They can be taken in combination with other Level 3 courses or A Levels.

## ENGLISH & MATHS GCSE IN SIXTH FORM

It is important to hold GCSEs in English and Maths at least at Grade 4 or above, some university courses specify a Grade 5 or above. In Sixth Form we expect students who do not have these qualifications at Grade 4 to resit. Students will attend timetabled lessons and may be asked to attend intensive courses outside of lessons.

## SOME SUBJECTS WORK PARTICULARLY WELL TOGETHER. BELOW ARE JUST A FEW EXAMPLES OF COURSES WHICH CAN WORK TOGETHER TO HELP YOU ALONG A PARTICULAR CAREER PATH

### I WANT TO WORK IN THE ENGINEERING INDUSTRY



### I WANT TO WORK IN EARLY YEARS EDUCATION



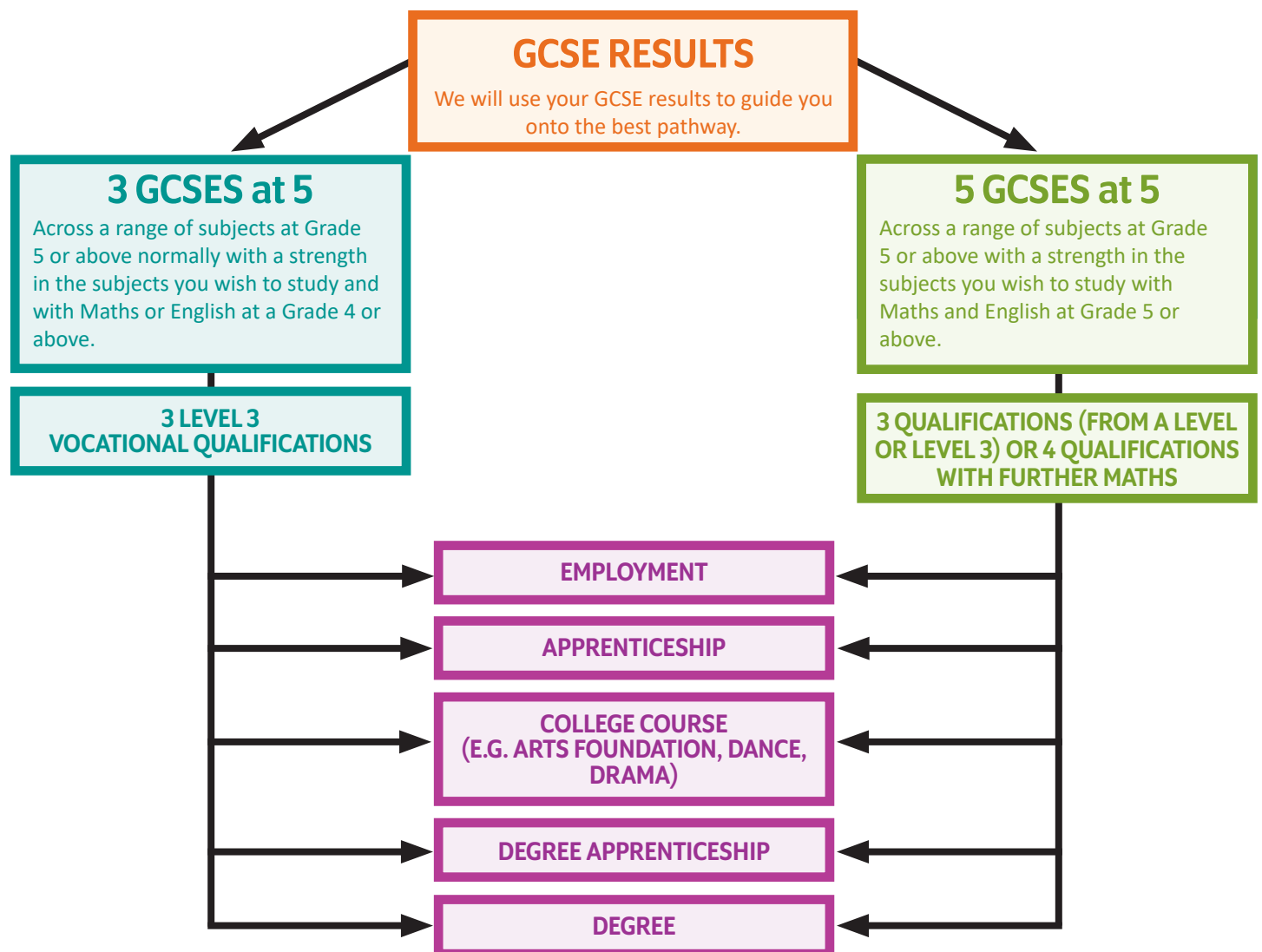
### I WANT TO BECOME A DOCTOR



### I WANT TO BECOME A LAWYER



# WHICH PATHWAY IS RIGHT FOR YOU?





# OUR 2025/26 COURSES

PLEASE NOTE SOME COURSES ARE STILL TO BE CONFIRMED AND MAY BE SUBJECT TO CHANGE. STUDENTS WILL BE KEPT INFORMED THROUGHOUT THEIR APPLICATION PROCESS.

## LEVEL 3 COURSES

APPLIED SCIENCE  
CREATIVE DIGITAL MEDIA PRODUCTION  
CRIMINOLOGY  
ENTERPRISE & ENTREPRENEURSHIP  
HEALTH AND SOCIAL CARE  
INFORMATION COMMUNICATION TECHNOLOGY  
PERFORMING ARTS  
SPORT

## A LEVEL COURSES

ART & DESIGN - FINE ART / PHOTOGRAPHY	FURTHER MATHEMATICS
BIOLOGY	GEOGRAPHY
BUSINESS	HISTORY
CHEMISTRY	MATHEMATICS
COMPUTER SCIENCE	LAW
DESIGN TECHNOLOGY	PHYSICS
ENGLISH LANGUAGE	PSYCHOLOGY
ENGLISH LITERATURE	SOCIOLOGY
FRENCH	SPANISH



# APPLIED SCIENCE

## YEAR 12 COURSE CONTENT

**Units 1-3 (exam, 50% of the course)** - Covers key science concepts in Biology, Chemistry and Physics. You will sit three separate exams (50 marks, 1 hour. In the summer term). The topic areas covered in this unit include:

- Biology: Structure and function of cells and tissues, biological molecules, cell transport, enzymes and their role in organisms
- Chemistry: The Periodic Table, bonding and structure, periodic trends, shapes of molecules, oxidation numbers, chemical kinetics and energetics, mole calculations, organic chemistry, chemical reactions the impact of green chemistry in the chemical industry
- Physics: Waves and their applications, force principles and their application in transportation (seat belts, air bags and crumple zones), construction of electrical circuits and their relationship to energy to help us develop greater sustainability in our future environment.

*The order in which Units 1-3 are taught is to be confirmed.*

**Unit 4: Practical Scientific Procedures and Techniques (coursework, 25% of the course)** -

You will be introduced to standard laboratory equipment and techniques, including titration, colorimetry, chromatography, calibration procedures, plant growth, calorimetry, electrical circuits, renewable energy and laboratory safety. These techniques are relevant to the chemical and life science industries. At the end of these practical assignments you will be expected to reflect on your progress and interpersonal skills.

The assignments will be written up in report form and submitted as coursework at the end of year 12.

## YEAR 13 COURSE CONTENT

**Unit 5: Science Investigation Skills (coursework, 25% of the course)** - You will carry out an individual investigative project that you have chosen in collaboration with your teacher. It will comprise of:

- A scientific literature search and review and formulating a suitable hypothesis that you can test by using practical work.
- Over the course of several weeks you will carry out the project safely using your scientific investigation skills, project management skills and what you have learnt from the other units.
- Finally, you will prepare an evaluative report that will consider the project outcomes and suggest amendments that may have improved those outcomes.

Completing an investigative project is an excellent way for you to develop independent learning skills, primary and secondary research skills, along with communication and critical thinking skills to facilitate an understanding of the science-related workplace.

The skills developed in this unit will be of considerable benefit for progression to higher education in a variety of science and science-related courses and to employment in the science or applied science sector.

## ASSESSMENT

The course is assessed through a combination of externally assessed written exams and internally assessed assignments (externally verified).

- **Units 1-3** are assessed through three external written exams, in which you will demonstrate your knowledge and understanding of the core principles across the three science disciplines.
- **Units 4 and 5** involve a high percentage of practical activities and are assignment based; detailed reports need to be written for each practical. They are internally assessed and verified by the exam board.

## COURSE TITLE

Level 3 Alternative Academic Qualification (AAQ) BTEC National Extended Certificate in Applied Science

## COURSE CODE

610/3965/2

## COURSE CONTACT

Dr K Lamb

## EXAM BOARD

Pearson

## ENTRY REQUIREMENTS

Students are expected to have a minimum of 3 Grade 5 GCSEs including:

- Grade 4 English Language
- Grade 4 Maths
- Grade 4 Science

You must be motivated to succeed, organised and work to deadlines set.

## CAREERS

This course is equivalent to one A Level and it is suitable for students looking to develop their applied knowledge and skills in science alongside two other A Levels.

You could go on to study Applied Science at a higher level or gain UCAS points to study other subjects.

Employment opportunities may include nursing, paramedics, midwifery, working in a laboratory situation in quality assurance, a hospital or education setting.





# CREATIVE DIGITAL MEDIA PRODUCTION

## YEAR 12 COURSE CONTENT

This course is for you if you love finding out what happens “behind the scenes”, what the media means and how it is made.

In year 12, you will develop your analysis and research skills through a series of workshops that are designed to explore media theories in a creative way. Your analysis work focuses around media terminology, representation, genre, codes and conventions and the construction of media products. There is an ONLINE EXAM for this in year 13, but it is embedded throughout all of this course.

You will also experience the stages of pre-production in a variety of short projects. This means you will be set a brief and will need to generate ideas in response to the brief through research, analysis and idea development. You will pitch your ideas and move the projects forward by developing storyboards, considering legal requirements and mocked up versions of designs. You will need to be creative and prepared to share ideas within the group. You will also sit an EXTERNAL ASSESSMENT that requires two weeks of research and idea generation to prepare for the exam in which you finalise and write your proposal, pitch, rationale and treatment (usually storyboards and mock layouts).

## YEAR 13 COURSE CONTENT

In year 13, you will continue to develop your subject knowledge and analysis skills. This will be developed through a series of workshops, discussions and short projects. This is when you will work on your internal assessment units. You will investigate how pre-production documents and processes work to achieve positive outcomes for a range of different media products. You will prepare these documents following correct industry practices and formats.

**FILM MAKING!** You have a practical project to complete for a CONTROLLED ASSESSMENT. This will be the production of a short film and will require you to show you have the knowledge and understanding of genre conventions and how films adhere and subvert them to communicate meaning to the audience. You will then investigate the entire production process from idea through to filming, editing and screening. You must also create a body of pre-production documentation to show how you have developed your ideas and managed the production, resulting in a completed short film that can be entered into real film festivals.

Finally, you will sit your second EXTERNAL ASSESSMENT; a 2 hour online exam exploring how various media products convey meaning, drawing upon many of the key media theories studied throughout the course.

## ASSESSMENT

2 x Exams, 2 x Controlled Assessment Projects (one is production of a short film).

The course is assessed through assignments, project work and two exams. Changes to BTEC mean that 60% of the course is assessed externally. Under the new BTEC regulations, once students submit final work at the end of each project they can't go back and improve them so students must manage their time well, respond to feedback in lessons and submit work of the highest quality on time at all times.

## COURSE TITLE

BTEC Level 3 National Extended Certificate in Creative Digital Media Production

## COURSE CODE

601/7467/5

## COURSE CONTACT

Mrs N Elliott/Mr S Martin

## EXAM BOARD

Pearson

## ENTRY REQUIREMENTS

Students are expected to have 3 Grade 5 GCSEs including:

- Grade 4 English Language
- GCSE Media would be useful

A keen interest in media and popular culture would be an advantage to attain higher marks in this course.

## CAREERS

This course does not just provide knowledge and skills to take you further in the Media industry, but provides a host of key skills that could be used in various subjects and career paths. The course is a good basis for HND, Foundation and/or degree courses such as Multimedia, Film and Television, Foundation Art and Design and so on, which can lead to exciting careers in the Creative Industry such as becoming a Designer, Journalist, Film Maker, Animator or Production Artist.



# CRIMINOLOGY

## YEAR 12 COURSE CONTENT

**Unit 1: Changing Awareness of Crime** - Covers: the analysis of different types of crime (e.g. white-collar crime, moral crime, state crime, technological crime), the reasons that certain crimes are unreported, consequences of unreported crime, media representations of crime (e.g. newspapers, TV, films, social media, etc.) and its impact on the public perception of crime, methods of collecting statistics about crime and their usefulness and campaigns for change (e.g. changes in the law, policy, awareness, attitudes, funding, etc.).

**Unit 2: Criminological Theories** - Covers: criminal behaviour and deviance, the social construction of criminality, biological theories of criminality (e.g. genetic theories, physiological theories), individualistic theories of criminality (e.g. learning theories, psychological theories), sociological theories of criminality (e.g. Marxism, interactionism and realism), policy development and social change.

## YEAR 13 COURSE CONTENT

**Unit 3: Crime Scene to Courtroom** - Covers: personnel involved in criminal investigations (e.g. police officers, crime scene investigators, forensic scientists, pathologists), investigative techniques (e.g. forensic techniques, surveillance techniques, profiling techniques), how evidence is processed (e.g. physical evidence, testimonial evidence), the rights of individuals in criminal investigations (suspects, victims, witnesses), the role of the Crown Prosecution Service, trial processes (e.g. bail, courts, appeals), key influences affecting the outcomes of cases (e.g. evidence, witnesses, barristers, media) and the use of laypeople in criminal cases (e.g. juries, magistrates).

**Unit 4: Crime and Punishment** - Covers: processes for law-making, organisation of the criminal justice system, models of criminal justice, forms of social control (e.g. rational ideology, coercion, fear of punishment, control theory, etc.), aims of punishment (e.g. retribution, rehabilitation, deterrence), forms of punishment (e.g. imprisonment, community punishment, financial punishment) and the effectiveness of the main agencies of social control (police, judiciary, prisons, probation).

## ASSESSMENT

The course is assessed through a combination of written exams and controlled assessments. There are four units in total. Each one counts as 25% towards the final grade.

- **Unit 1** and **Unit 3** are controlled assessments. Each one lasts 8 hours and is completed in February. They are both internally assessed and then verified by the exam board
- **Unit 2** and **Unit 4** are assessed through written exams in the summer of year 12 and year 13.

In these exams you will need to demonstrate a knowledge and understanding of the criminal justice system, social and probation work and the social sciences.

## COURSE TITLE

Level 3 Applied Diploma in Criminology

## COURSE CODE

601/6248/X

## COURSE CONTACT

Mr M Wilkinson

## EXAM BOARD

WJEC

## ENTRY REQUIREMENTS

Students are expected to have 3 Grade 5 GCSEs including:

- Grade 5 English Language

## CAREERS

Progression opportunities could include going on to study a degree in criminology, sociology, psychology or law.

Career opportunities could include a career in the criminal justice system such as: police officer, prison officer, probation officer, social worker or youth worker.





# ENTERPRISE & ENTREPRENEURSHIP

## YEAR 12 COURSE CONTENT

This course is perfect for students who are interested in learning about Enterprise and Entrepreneurship alongside other fields of study with a view to progressing to a wide range of university courses or careers, not necessarily in Business-related subjects. On this course you will gain an overview of the importance of both enterprise and entrepreneurs to the local and national economy. You will explore your creativity and mindset looking at real-life enterprise and entrepreneurs, and investigate the skills required to be successful in fields such as Marketing and Finance. You will look at the risks, opportunities and constraints faced by entrepreneurs in setting up ventures, assess the feasibility of a range of enterprise opportunities, and interview some real local entrepreneurs face to face.

In the second part of year 12, the focus will be on finance and marketing. Both of these topics will lead to an external assessment in the January of year 13.

## YEAR 13 COURSE CONTENT

In year 13, you will spend the first term preparing for your marketing and finance assessments in the January. Once these are complete, you will work on your fourth and final unit which will focus on social enterprises and how they operate. You will be given the opportunity to work in teams to set up and run your own social enterprise. This unit is internally assessed via coursework. Should any student need to re-attempt their marketing or finance assessment, they can do this in the summer of year 13.

## ASSESSMENT

The qualification is assessed in two ways; 40% through coursework that is marked internally, and 60% through two examinations which are assessed externally by the exam board. Importantly, you must be aware that, if you select this course, you are not permitted to make any redrafts of your coursework; BTEC assessment guidance states that teachers are only permitted to mark a student's first attempt at a task.

This course is the equivalent of one A level. For example, a Distinction star grade would carry the same UCAS university application points as an A\* at A level.

## COURSE TITLE

BTEC Level 3 National Extended Certificate Enterprise &

## COURSE CODE

601/7413/4

## COURSE CONTACT

Mr C Knight

## EXAM BOARD

Pearson

## ENTRY REQUIREMENTS

Students are expected to have 3 Grade 5 GCSEs including:

- Grade 4 English Language
- GCSE Media would also be useful

A keen interest in media and popular culture would be an advantage to attain higher marks in this course.

## CAREERS

The BTEC Level 3 National Extended Certificate is a recognised qualification by UCAS and Universities so will provide a route to Higher Education. A Business qualification such as this can open the door to literally hundreds of careers – too many to list here! Whatever route you choose to follow throughout your career, this qualification will provide relevant knowledge whether it's marketing, management, customer services or accounting.



# HEALTH & SOCIAL CARE

## YEAR 12 COURSE CONTENT

This is a double option course suitable for anyone interested in the Health and Social Care sector. It also supports those interested in Early Years.

**Unit 1: Human Lifespan Development** (exam in January). Health and Social Care practitioners need to develop a knowledge base for working with people in every stage of their lives, and they need to know how their own experiences relate to health and wellbeing. Although it is generally accepted that there may be deterioration in health with age following adulthood, medical intervention means people are living longer and have better life prospects.

**Unit 2: Working in Health and Social Care** (exam in May). When working for an organisation in this sector, you will have important responsibilities that you need to understand and carry out. These include maintaining the safety of and safeguarding individuals with health and social care needs, making sure that you properly handle their personal information, and preventing discrimination towards them. You will need to understand how you will be accountable both to these individuals and the regulatory bodies that represent people who work in the Health and Social Care sector. It is also necessary for you to understand how your work will be monitored when you carry out a specific role such as Nurse or Social Worker.

**Unit 5: Meeting Individual Care and Support Needs** (coursework). You will focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

**Unit 12: Supporting Individuals with Additional Needs** (coursework). You will explore the role of Health and Social Care services in providing care and support to individuals with additional needs.

## YEAR 13 COURSE CONTENT

**Unit 4: Enquiries into Current Research in Health and Social Care** (Exam in January). There are many reasons why research is carried out into contemporary Health and Social Care issues, for example to explore the effect of diet on health and wellbeing or the provision and impact of addiction centres in the local community. As a Health and Social Care professional you will need to understand the purpose of research, how it is carried out and the importance of research for improving the wellbeing of those using Health and Social Care services.

**Unit 7: Principles of Safe Practice in Health and Social Care** (coursework). This unit will develop your knowledge and understanding of the key principles relating to safeguarding vulnerable individuals, promoting health and safety and responding to different situations and emergency incidents in Health and Social Care settings.

**Unit 8: Promoting Public Health** (coursework). Public health is concerned with protecting and improving the health of the population. Practitioners working in the Health and Social Care sectors need to be aware of the implications of public health policy for services and those who use services. They need to consider the reasons for improving the health of individuals and the general public.

**Unit: 19 Nutritional Health** (coursework). Good nutrition is important for health and wellbeing. For example, people in hospital depend on getting the right food to help recovery. Also more people are at risk of obesity and illnesses such as Type 2 diabetes. As a worker in the Health and Social Care sector, you need to understand what good nutrition is and the factors that can influence nutritional health, including lifestyle choices and eating habits. You also need to think about how health can be supported by making good nutritional choices. You will explore concepts of nutritional health and influences on dietary intake, and learn how to assess and improve health through nutrition plans for individuals.

## ASSESSMENT

Over the two years you will be assessed through:

- 2 externally marked exams to be completed in year 12
- 1 externally set controlled task to be completed in year 13
- 5 internally set and marked assignments (moderated by the exam board).

## COURSE TITLE

BTEC Level 3 National Diploma in Health and Social Care

## COURSE CODE

601/7194/7

## COURSE CONTACT

Mr T Brown

## EXAM BOARD

Pearson

## ENTRY REQUIREMENTS

Students are expected to have 3 Grade 5 GCSEs including:

- Grade 4 English Language

Prior study of Health and Social Care is not a requirement but it will help.

## CAREERS

The qualification is allocated UCAS points and is recognised by Higher Education providers as contributing to meeting admission requirements to many relevant courses.

This course supports students who choose to progress directly to employment as the transferable knowledge, understanding and skills will give successful students an advantage when applying for a range of entry level roles, industry training programmes and Higher Apprenticeships.





# INFORMATION COMMUNICATION TECHNOLOGY

## YEAR 12 COURSE CONTENT

In year 12, you will take 2 external exams and begin working on one of the controlled assessment units. The first exam focusses on gaining an understanding of the fundamentals of IT technologies including hardware, networks, software, how businesses use IT and the ethical use of computers.

The second examined unit is based around global information and how data and information is stored and processed by organisations. You will learn the relationship between data and information. You will also learn about how individuals use information of various types. This unit will help you to understand the legislation and regulations governing information.

Towards the end of year 12, you will begin the coursework units starting with Application Design, where you will explore potential ideas for a new application and develop a fundamental design for it.

## YEAR 13 COURSE CONTENT

In year 13, you will complete the remaining coursework units which include Product Development, where you will learn about the product development life cycle and product analysis. The key to successful product development is the analysis, client review, design, testing and final acceptance. This will be followed by the final unit which is Game Design and Prototyping, which involves you designing and developing a prototype for a simple game. This will help you to consider the logic of the programming structures required as well as the interface design. You will record your progress as you develop your design and prototype.

## ASSESSMENT

Assessment takes the form of 2 written examinations that last 1 hour 30 minutes each plus 3 coursework units. One of the exams is based on a case study which requires you to carry out independent research to prepare for the exam. The written exams will be completed in the first year. Three coursework units will be completed in the remaining time.

## COURSE TITLE

Level 3 Cambridge Technical  
Introductory Diploma in IT 2016 Suite

## COURSE CODE

601/7099/2

## COURSE CONTACT

Ms L Rowe

## EXAM BOARD

OCR

## ENTRY REQUIREMENTS

Students are expected to have 3 Grade 5 GCSEs including:

- Grade 4 English
- Grade 4 Maths

You will need to be prepared to work hard inside and outside of lessons and you will need effective time management skills. You will be required to revise and research independently for the 2 written examinations.

## CAREERS

Successful completion of this course can lead to a range of job roles within mobile technology, business software, graphics, games and web design as well as others. It is an appropriate qualification for students who wish to pursue a career in any aspect of Information Communication Technology, and for those who feel that an understanding of the subject will allow them to study and work more effectively in the future. This course also promotes the transferable skills required by universities and employers such as communication, problem solving, time management, research and analytical skills.



# PERFORMING ARTS

## YEAR 12 & 13 COURSE CONTENT

This course will provide you with the opportunity, through applied learning, to develop the core specialist knowledge, skills and understanding required in the performing arts sector, preparing you for the industry should you choose to pursue that route further.

The course will be run by merging some units to be completed simultaneously over the 2 year course with a vocational context provided throughout.

**Unit 1 - Prepare to work in the performing arts sector** (external) - Understand the performing arts sector, know the organisations and roles in the performing arts industry, understand progression and opportunities in the performing arts sector, be able to produce strategies for sustaining a freelance career.

**Unit 2 - Proposal for a commissioning brief** (external) - Understand the key features of projects, be able to plan and develop a community arts project from a commissioning brief, know how to write a final proposal for a project.

**Unit 3 - Influential performance practice** (external) - Know the historical context of performance material, understand the work of practitioners, be able to demonstrate practical ideas in context, be able to present and evaluate research findings.

**Unit 4 - Combined arts** (internal) - Understand the ways in which different art forms and styles have been combined, be able to develop skills for a combined arts performance, be able to rehearse and perform in a combined arts performance, be able to evaluate combined arts.

**Unit 8 - Performing repertoire** (internal) - Know the defining features of a repertoire, be able to develop skills required for a repertoire, be able to replicate key elements of repertoire, be able to perform from a repertoire.

Previous work in BTEC Level 2 Performing Arts will hugely benefit you in this course format, as you further explore the following skills:

- Skills of a performer, director, playwright and production team
- Devising and scriptwriting
- Script exploration, theory and interpretation
- Practitioner theory from naturalism to stylised; Epic Theatre, Immersive Theatre and Verbatim, Theatre in Education and Political Theatre
- Specialist Practitioners including Bertolt Brecht, Antonin Artaud, Punchdrunk, The Paper Birds and more
- Working within the parameters of a commissioning brief
- Preparing to work in the sector now and in the future.

## ASSESSMENT

Assessment will be in a range of formats and can be tailored to suit you and your personal preference:

- Written coursework
- Controlled assessment (high control)
- Recordings of workshop efforts in lessons, both independently and as a group/whole class
- Performances to a live audience, school students and the community
- Variety of other coursework compiled formats - digital, website, blog, vlog, voice notes etc.

## COURSE TITLE

Level 3 Cambridge Technicals Extended Certificate in Performing Arts

## COURSE CODE

601/7685/4

## COURSE CONTACT

Mrs Z Dyer

## EXAM BOARD

OCR

## ENTRY REQUIREMENTS

Students are expected to have 3 Grade 5 GCSEs including:

- Grade 5 English Language
- BTEC Pass or extra curricular Drama

## CAREERS

This course offers you the opportunity to develop skills, knowledge and understanding for entry into employment or self-employment in the Arts and Entertainments field. You can also go on to study a degree course in the Performing Arts and Entertainment Industries.

Previous students at CLV have gone on to study Musical Theatre, English Literature & Theatre Studies and Acting at Degree Level, whilst others have sought routes into Drama College, field experience or specialist Performing Arts schools.



# SPORT

## YEAR 12 COURSE CONTENT

In year 12, you will study the following mandatory units:

- Unit 1: Body systems and the effects of physical activity
- Unit 2: Sports coaching and activity leadership
- Unit 3: Sports organisation and development.

These units will give you an understanding of sport in the wider contexts of coaching and leadership, anatomy and physiology, the body's short and long term responses to physical activity and the framework of sport in the UK and the organisations involved. You will also develop transferable skills such as planning, communication, adaptability and leadership.

## YEAR 13 COURSE CONTENT

In year 13, you complete a further 2 units from the optional list. These will be selected to suit the strengths of the group.

Examples of the units include:

- Sports injuries and rehabilitation
- Biomechanics and movement analysis
- Physical activity for specific groups
- Practical skills in sport and physical activities.

These units are assessed through coursework.

## ASSESSMENT

**Unit 1** and **Unit 3** are assessed by exam and marked by OCR. All the other units are internally assessed by centre staff and externally moderated by OCR.

The units are graded Pass, Merit and Distinction. The qualification is graded Pass, Merit, Distinction, Distinction\*.

## COURSE TITLE

Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity

## COURSE CODE

601/7094/3

## COURSE CONTACT

Mr M Foggon

## EXAM BOARD

OCR

## ENTRY REQUIREMENTS

Students are expected to have 3 Grade 5 GCSEs including:

- Grade 4 English Language

Prior study of Sport/ PE is not a requirement but it will help.

## CAREERS

This qualification is suitable for those students:

- Who want to gain a Level 3 qualification to support further study in Further Education (FE) or Higher Education (HE) in sport and physical activity
- Who are looking to gain a Level 3 qualification to support further study in FE or HE in any other sector or subject area
- Who want to progress into sport-related jobs or apprenticeships.

Employment opportunities within the Sport Sector may include e.g. PE teacher, fitness instructor, sports coach, personal trainer, sports development officer.





# ART & DESIGN - FINE ART / PHOTOGRAPHY

Our A Level Art & Design course is split into 2 options, Fine Art and Photography. You can only choose one of these options to study during your Art & Design A Level course.

## YEAR 12 COURSE CONTENT

### Fine Art

The Fine Art option is perfect for you if you love being creative, and enjoy exploring and experimenting with different art media and techniques. You will begin year 12 with a series of introductory skills-based workshops which include exploring a wide range of media such as drawing, painting, printmaking, mixed media and photography, coupled with in-depth historical and contextual studies analysis. In these mini workshops, you will work in both sketchbooks and on boards and will be encouraged to pursue independent lines of investigation linked to the skills you are learning.

### Photography

The photography option is perfect for you if you love taking photographs, and enjoy exploring and experimenting with different image manipulation techniques. You will begin year 12 with a series of introductory skills-based workshops which include exploring camera techniques and digital image manipulation skills, coupled with in-depth historical and contextual studies analysis. You will work on Google Slides using Pixlr E, Photopea, Photoshop and other relevant apps, and will be encouraged to pursue independent lines of investigation linked to your creative workshops.

The skills-based workshops and sessions for both options last until March of year 12 and you will then begin your Component 1 Personal Investigation which continues into year 13. In this sustained personal project, you can choose your own theme for your project, and complete work, culminating in a final outcome(s) in appropriate media.

## YEAR 13 COURSE CONTENT

**Component 1: Personal Investigation** - You are required to conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently and should be an in-depth study that demonstrates your ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

**Component 2: Externally Set Assignment** - Following receipt of the paper in February, you will consider the starting points/themes and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, sketchbooks, slides, workbooks, journals, models and maquettes. Following the preparatory period, you must complete 15 hours of unaided, supervised time. In the 15 hours, you must produce a finished outcome or a series of related finished outcomes, informed by your preparatory work.

This is a very successful A Level course, and a large proportion of our students go on to study an art or photography based course at university or college.

## ASSESSMENT

- **Component 1: Personal Investigation:** No time limit - 96 marks 60% of A Level
- **Component 2: Externally set assignment:** Preparatory period + 15 hours supervised time 96 marks, 40% of A Level.

## COURSE TITLE

A Level Art and Design

## COURSE CODE

601/4456/7

## COURSE CONTACT

Mrs L Clazey

## EXAM BOARD

AQA

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Art or Photography GCSE
- A portfolio of Art / Photography work

You should have a strong interest and enthusiasm for the enjoyment of Art/ Photography and be open to exploring a range of ideas and experiences. There is a written element to the course, therefore good literacy skills are beneficial.

## CAREERS

If you decide to follow a career path in the creative arts industries, you will benefit from improved visual literacy, the ability to problem solve and think creatively.

If you choose to follow a career in Art or Photography you may find yourself working within fashion, graphic design, advertising, architecture, film, textiles, illustration, interior design, computer games design or many other of the creative industries, a huge area of growth in employment.



# BIOLOGY

## YEAR 12 COURSE CONTENT

**Biological molecules** - All life on Earth shares a common chemistry. This provides indirect evidence for evolution. Despite their great variety, the cells of all living organisms contain only a few groups of carbon-based compounds that interact in similar ways. (3.1)

**Cells** - All life on Earth exists as cells. These have basic features in common. Differences between cells are due to the addition of extra features. This provides indirect evidence for evolution. You will study the fine structure of cells, how cells divide and how the cells of your immune system function. (3.2)

**Organisms exchange substances with their environment** - The internal environment of a cell or organism is different from its external environment. The exchange of substances between the internal and external environments takes place at exchange surfaces. This unit looks at how those surfaces are adapted for exchange and how materials are then transported around large organisms. (3.3)

**Genetic information, variation and relationships between organisms** - Biological diversity is reflected in the vast number of species of organisms, in the variation of individual characteristics within a single species and in the variation of cell types within a single multicellular organism. Differences between species reflect genetic differences. Differences between individuals within a species could be the result of genetic factors, of environmental factors, or a combination of both. You will study how diversity is caused and how it can be measured. (3.4)

## YEAR 13 COURSE CONTENT

**Energy transfers in and between organisms** - Life depends on continuous transfers of energy. In photosynthesis, light is absorbed by chlorophyll and this is linked to the production of ATP. In respiration, various substances are used as respiratory substrates. The hydrolysis of these substrates is linked to the production of ATP. This topic looks at the biochemical pathways of these two fundamental processes. (3.5)

**Organisms respond to changes in their internal and external environments** - This topic looks at nervous co-ordination and compares that to how hormones are used for organisms to co-ordinate responses. (3.6)

**Genetic, populations, evolution and ecosystems** - This unit looks at how inheritance of alleles is played out and how variation in genetics drives natural selection. You will also study how populations within communities are also affected by, and in turn affect, the abiotic (physicochemical) factors in an ecosystem. (3.7)

**The control of gene expression** - There are many factors that control the expression of genes and you will learn that epigenetic regulation of transcription is being increasingly recognised as important. Humans are learning how to control the expression of genes by altering the epigenome, and how to alter genomes and proteomes of organisms. You will also study DNA technology in the diagnosis and treatment of human diseases. (3.8)

## ASSESSMENT

There is no coursework on this course. However, your performance against certain competencies during practicals will be assessed and be accredited in an endorsement (this does not count towards the A Level).

There are three exams at the end of the second year of study. At least 15% of the marks for A Level Biology are based on what you learned in your practicals and 10% of marks are based on Maths skills. In the third A Level paper you will write a 25 mark essay, given a choice of two titles.

## COURSE TITLE

A Level Biology

## COURSE CODE

601/4625/4

## COURSE CONTACT

Mrs L Keenlyside

## EXAM BOARD

AQA

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 6 Maths Higher Paper
- Grade 6 Biology
- Grade 66 in Combined Science

Students with a Grade 5 in Maths will be accepted if studying Core Maths.

## CAREERS

Biology is a valuable and enjoyable subject for students going on to careers both inside and outside of science.

You can take up employment in one of many related job areas, for example, pharmacy, biotechnology, catering or land management.

You can go on to study Biology at a higher level or in a biological science-related programme.

You can progress to a degree course in, for example, Biology, Environmental Science, Medicine, Nursing, Dentistry, Veterinary Science, Pharmacy or Dietetics.





# BUSINESS

## YEAR 12 COURSE CONTENT

Year 12 Business is split into two themes. These will develop student understanding of how a business manages marketing, human resource, finance and operational activities. You will look at a range of business contexts and apply the theory to them. You will also understand how external factors have an impact on business activity. A summary of each theme is listed below:

### Theme 1: Marketing and People

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders.

### Theme 2: Managing Business Activities

- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences.

## YEAR 13 COURSE CONTENT

Year 13 is also divided into two themes. Theme 3 has a focus on business strategy and decisions. You will grasp theoretical models from Porter and Ansoff and be able to classify business strategy on these frameworks. The ability to assess the financial health of a business will be developed further through an understanding of accounting ratios. You will also look at a range of quantitative and qualitative methods that can be used to inform business decision making. Theme 4 looks at issues surrounding global business; the opportunities presented by emerging economies and expanding trade blocs are key to the future plans of many multinationals. You will also understand how companies assess international locations as markets and production sites. The ability to adapt marketing strategy to the needs of foreign markets is another topical issue that will be explored in this theme. A summary of each theme is listed below:

### Theme 3: Business Decisions and Strategy

This theme develops the concepts introduced in Theme 2. You will develop an understanding of:

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change.

### Theme 4: Global Business

This theme develops the concepts introduced in Theme 1. You will develop an understanding of:

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies (multinational corporations).

## ASSESSMENT

This course is assessed 100% through exams. At the end of year 13, you will sit three papers. The exams will have a short response, case study response and extended essay questions. Paper 3 will be based on a pre-release context.

## COURSE TITLE

A Level Business

## COURSE CODE

601/4673/4

## COURSE CONTACT

Mr C Knight

## EXAM BOARD

Pearson

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language/Literature
- Grade 5 Maths
- Grade 5 Business (if you have taken this at GCSE)

Students with a Grade 5 in Maths must study Core Maths.

## CAREERS

Business can take you many places but many students choose Higher Education. Careers in: Marketing Management, Advertising, Accountancy, Economics, Human Resource Management, Recruitment Consultancy, Operations Management, Logistics, Business Advising / Consultancy, Retail Management and setting up and running your own business.





# CHEMISTRY

## YEAR 12 COURSE CONTENT

Chemistry B (Salters) is designed to be taught in context. The course takes you on a journey through five storylines, while introducing chemical concepts in a spiral approach. These storylines will engage you through learning in a contemporary context and range from concerns about the ozone layer to the development of new medicines. In the first year of this course you are taught the foundations of chemistry, looking at organic, inorganic and physical Chemistry.

The five storylines are:

- Elements of life
- Developing fuels
- Elements from the sea
- The ozone story
- What's in a medicine?

## YEAR 13 COURSE CONTENT

Like year 12, the course in year 13 is split into five teaching modules. Each module has a storyline which links Chemistry to real life situations and again introduces the chemical concepts in a spiral approach. The course builds on the foundations learnt in Y12 and teaches more complex aspects of organic, inorganic and physical Chemistry.

The five modules studied are:

- The chemical industry
- Polymers and life
- Oceans
- Developing metals
- Colour by design.

You must also complete a practical endorsement which is assessed separately to the overall grade. This is assessed on a pass/fail basis and is dependent on you successfully completing a range of required practical tasks.

## ASSESSMENT

In year 13: Papers 1, 2 and 3 can assess content from Modules 1 to 10 as well as practical skills and chemical literacy.

- **Paper 1** covers a breadth of understanding of concepts assessed by mainly shorter structured questions
- **Paper 2** covers deeper understanding of concepts assessed by a mixture of short structured questions, extended response items and more open problem-solving style questions. Carrying on the theme of the current Chemistry B (Salters), this paper includes an Advance Notice article aimed at testing skills of chemical literacy developed during the course
- **Paper 3** focuses on the assessment of practical skills with a particular emphasis on investigational and problem-solving skills.

## COURSE TITLE

A Level Chemistry B (Salters)

## COURSE CODE

601/5371/4

## COURSE CONTACT

Dr K Lamb

## EXAM BOARD

OCR

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 6 Maths Higher Paper
- Grade 6 Chemistry (Triple Science) or Grade 6 in the Chemistry component of Combined Science (Grade 66 overall)

Students with a Grade 5 in Maths may be accepted if studying Core Maths.

## CAREERS

Chemistry is the course for you if you want to go on to study dentistry, medicine, veterinary science, forensic science, pharmaceuticals, patent law, oceanography, geochemistry, chemical engineering, biochemistry, to name but a few. A level Chemistry is challenging and because of this it is held in high regard by all employers throughout the world.



# COMPUTER SCIENCE

## YEAR 12 COURSE CONTENT

In Year 12, we will take previous knowledge and understanding and develop it further. We look in more depth at how the processor works and executes instructions and look at the purposes of logic gates and how they are used in the real world. You will be working on using binary numbers that are not only positive but also the representation of negative numbers. As part of data representation, we look at how the computer stores floating point numbers that we use in everyday life. We spend time learning the laws that apply to Computer Science and the ethical implications of driverless cars. We will discuss the basics of networking and the protocols that govern the internet and networks in general.

Alongside this, we also continue to develop your ability to use a functional programming language such as Python, although you can use other languages. You will learn about common sort and search algorithms that exist to solve problems. We look at more advanced variables called data structures including queues and stacks, and we will learn the importance of testing and different types of testing systems. You should be able to write a simple computer game such as snake or connect 4 by the end of year 12.

## YEAR 13 COURSE CONTENT

In year 13, you will start your project. There is a wide range of choices and you are not confined to just what your teacher advises. Past students have written arcade-style computer games in an object-orientated language. They produced an analysis and design before coding and testing; students have had a great deal of fun doing this. In terms of theory, we build upon what has been learnt in year 12. We look at how binary shifts work and how computers add together floating point numbers. We spend time learning about how computer scientists try out simple logic circuits in order to make them more efficient and we develop our ability to solve more complex problems using pseudocode.

As part of another unit, we look at some more common but more complex algorithms such as quick sort and merge sort. We look at how we represent these in terms of mathematical expressions. We continue to develop your programming capabilities both in terms of your functional programming and also your object-oriented programming capability.

By the end of year 13, you should be able to write your own arcade game as well as solve many real-life problems with the programming skills you have developed. You will be ready to go to university or go into an IT or Computer Science related career.

## ASSESSMENT

The A Level consists of three components, two of which will be externally marked question papers making up 80% of the qualification.

- **Computer systems (01):** 40% of total A Level, written paper
- **Algorithms and programming (02):** 40% of total A Level, written paper
- **Programming project (03):** 20% of total A Level, coursework.

## COURSE TITLE

A Level Computer Science

## COURSE CODE

601/4911/5

## COURSE CONTACT

Mrs S Sutherland

## EXAM BOARD

OCR

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 4 English Language
- Grade 6 Maths (a Grade 5 may be accepted if you achieved a Grade 6 in GCSE Computer Science)
- Grade 6 in Computer Science

## CAREERS

A Level Computer Science is very highly regarded by many universities. It is part of the Russell Group's informed choices document for a range of degrees. This course will help you to move on to degree level in many fields including Aeronautical Engineering, Computer Science, Cyber Security, Biometrics, Science, Medicine, Mathematics and Engineering courses.

You could also pursue an apprenticeship in Software Engineering or anything inside the IT sector.



# DESIGN TECHNOLOGY

## YEAR 12 COURSE CONTENT

This course focuses on developing creativity, problem-solving, and technical skills through designing and making products. It is structured into two key components: a written examination and a Non-Exam Assessment (NEA). You will develop the ability to draw upon a range of skills and knowledge from other curriculum areas that will help inform your decisions in design and the application of technology, including Computer Science, Business Studies, Maths, Art & Design and History (design theory).

During year 12, you will be taught by subject specialists focusing on core technical principles. You will develop your knowledge and understanding of polymers; this includes elastomers and biodegradable polymers. You will learn about timbers, including adhesives and the use of jigs. In addition, you will enhance your knowledge of composites and smart and modern materials. We will also learn about digital design and manufacture, including CAD/CAM. You will understand the importance of modern and commercial practices and health and safety along with its legislation. During the Autumn term, you will embark upon your coursework (NEA) and initially investigate potential problems that could be solved as part of this project. The NEA consists of an electronic portfolio and manufactured product of your choice. This coursework can take many routes such as fashion, jewellery, lighting or furniture.

## YEAR 13 COURSE CONTENT

In year 13, you will continue to work on your Non-Examined Assessment (NEA). Within this unit of work, you are permitted to specialise in the area of design that interests you and work with any material or range of materials you choose. You will work on this unit for most of the year and it involves key sections of study: identifying an opportunity, problem or need, iterative design which involves design, development, modelling, testing and evaluation. You must work closely with a potential client.

Running alongside your NEA, you will continue your core technical principles learning. This includes; paper and boards, metals, enterprise and marketing, design theory, socio and economic influences, national and international product design standards, responsible design and the importance of quality control and assurance.

## ASSESSMENT

**Written Examination (50%)** - the exam tests theoretical knowledge, including:

- Core technical principles: Materials properties, manufacturing processes and modern technologies
- Designing and making principles: Design methods, user-centered design, sustainability and product evaluation
- Specialist knowledge: Deep dives into specific materials (wood, metal, polymers, textiles, or systems and control) with emphasis on applying knowledge to solve design problems, analyse real-world scenarios and evaluate design outcomes.

**Non-Exam Assessment (NEA) (50%)** - the NEA is a practical project that includes:

- Identifying a design problem, often based on user needs
- Developing a design brief and specification
- Exploring iterative design processes through sketches, models, and CAD
- Manufacturing a high-quality prototype using appropriate tools and techniques
- Presenting the project in a comprehensive portfolio, including research, development, testing and evaluation.

## COURSE TITLE

A Level Design Technology

## COURSE CODE

603/1133/2

## COURSE CONTACT

Mr G Whalley

## EXAM BOARD

AQA

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 5 Maths
- Grade 5 or above in Design Technology

## CAREERS

D&T prepares students for a potential career in Product Design, Architecture, Fashion Design, Furniture Design, Textile Design, Sports Equipment Design, Interior Design, Jewellery Design, Automotive Design, Animation, Surface Decoration Design, Theatre Set Design, Aeronautical Engineering, Landscape Design by nurturing innovative and technical expertise.





# ENGLISH LANGUAGE

## YEAR 12 COURSE CONTENT

In the first year of the A Level course you will be building on your knowledge of English Language from GCSE. You will consider how celebrities and sports people are represented through your choice of language via a range of types of media. You will develop your language analysis skills and be expected to describe language in a very precise and accurate way. The types of texts you will be analysing include spoken and written texts. For example, you may have to analyse an extract from an online forum and a transcript of a conversation. You will become familiar with comparing meaning and representations within texts, looking for similarities and differences between data. This area of study aims to allow you to explore language and representation. Through exploration of English in its wider social, geographical and temporal contexts you will identify variations within the language. This part of the subject also requires you to study social attitudes to, and debates about, language diversity and change. You will be required to identify and describe features of language in the texts using accurate technical terminology.

Language variation will also be explored, as you will study the effects of gender, ethnicity, occupation, technology and power upon the English language. You will be introduced to a range of relevant theorists and research from sociolinguistics. You will survey variation in language, gathering your own data, and evaluate your findings. The first year of the course is varied and engaging. In the final half term, you will have the opportunity to complete your own piece of original writing and begin to investigate language as you start your NEA projects.

## YEAR 13 COURSE CONTENT

You will continue to practise the skills of language analysis, and also become a more confident writer. You will have the opportunity to write your own articles about topics linked to language diversity and change. You may take on the persona of a grammar pedant or someone concerned about the increase of non-standard forms. You will be expected to write an article in exam conditions, creating a lively tone of voice, discussing language issues for a non-specialist reader. Additionally, you will investigate how children learn to speak, read and write. You will explore what current linguists have discovered about children's abilities to learn language and how attitudes towards this ability have changed over time. You will examine the stages of, and theories of, children's language development.

You will also explore how English is diversifying after investigating how English is used around the world. You will be able to consider attitudes towards the way English is changing globally. You will develop your own attitudes and opinions to enable you to develop arguments and discussions on this topic for the article you will write in the final part of the exam.

You will undertake your own investigations into an aspect of English which really interests you. It could be exploring how politicians speak and how this has changed over time. Or, you could explore how the use of emojis is affected by the age of the user. Alternatively, you may wish to examine recent additions to the dictionary and explore if these are in fact new words after all. This is an opportunity for you to investigate a topic which you are passionate about. Overall, the second year builds on the knowledge gained at the start of year 12 but allows you to explore more deeply into wider issues surrounding English usage.

## ASSESSMENT

- **Paper 1: Language, the individual and society:** written exam, 40% of A Level. Section A – Textual variations and representations. Section B – Children's language development
- **Paper 2: Language diversity and change:** written exam, 40% of A Level. Section A – Diversity and change. Section B – Language discourses - two texts about a topic linked to the study of diversity and change
- **Non-Exam Assessment:** an investigation into language and Language in Action - original writing combined to be 20% of A Level.

## COURSE TITLE

A Level English Language

## COURSE CODE

601/4640/0

## COURSE CONTACT

Miss L Couch

## EXAM BOARD

AQA

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 5 English Literature

## CAREERS

Studying English Language at A Level could be the stepping stone to a huge choice of career paths: journalism, publishing, teacher/lecturer, editor, librarian, researcher, writer, copywriter, advertising, speech therapist, linguist, lawyer, TV researcher or an etymologist to name but a few!

You can continue to study English Language at University level on courses such as English Language, Teaching English as an International Language, Linguistics, Sociolinguistics, Screen Writing or Media Studies.



# ENGLISH LITERATURE

## YEAR 12 COURSE CONTENT

**Introduction to Comedy** - "Comedy is simply a funny way of being serious." To begin the year you will explore the history of comedy over time. Beginning your exploration in Greece, travelling to England via Rome, you will look at the conventions and expectations of comedy and how they have changed (or not changed) over the last 3000 years. There will be opportunities to read a variety of different extracts from poetry to drama to pieces of prose, you will get a full exposure to what makes comedy comedic.

**Twelfth Night, The Importance of Being Earnest, She Stoops to Conquer and comedic poetry** - Once the introduction to comedy is complete, you will cover the texts and critical material for Paper 1b of the A Level course. You will study three comic dramas: Shakespeare's 'Twelfth Night', Oscar Wilde's 'The Importance of Being Earnest' and William Goldsmith's 'She Stoops to Conquer'. You will also study the AQA comic poetry collection, which includes: 'The Flea', 'Tam o' Shanter', 'A Satirical Elegy on the Death of a Late Famous General', 'Sunny Prestatyn', 'Mrs Sisyphus', 'Not My Best Side', 'My Rival's House'. Through the exploration of these texts you will be able to see how writers carefully construct comedies, following rules and formulas (and also breaking these) in order to create comic and compelling literature.

## YEAR 13 COURSE CONTENT

**Introduction to Political and Social Protest Writing** - "Writing was a political act and poetry was a cultural weapon." To begin the second year of your course you will look at extracts from the past 1000 years, all with a political twist to them. You will think carefully about how writers have attempted to show what their societies were like and how they challenge the expectations of these societies.

**A Doll's House, Tony Harrison & The Kite Runner** - Once the introduction is complete the focus will be on the seminal 19th Century play 'A Doll's House' by Henrik Ibsen - exploring the repressive nature of 19th century society in relation to both women and men. There is also an exploration of more modern literature through the hugely successful and highly emotional Khaled Hosseini's 'The Kite Runner' exploring the political inequality of Afghanistan in the 20th and early 21st centuries. Finally, there is an exploration of poetry from the turbulent 1980s by North-Eastern poet Tony Harrison - looking at some very relatable issues from our recent regional past.

**NEA** - Over the entirety of the course you will complete your NEA, an independent exploration into a prose and poetic text of your choice. Using two of the critical lenses (Marxism, feminism, ecocriticism, postcolonialism, narrative theory) you will construct a thought-provoking and debatable question to apply to your text.

## ASSESSMENT

- **Paper 1:** Aspects of Comedy - 40% of A Level. (Twelfth Night, The Importance of Being Earnest, She Stoops to Conquer, comic poetry)
- **Paper 2:** Elements of Political and Social Protest Writing - 40% of A Level. (An unseen passage, The Kite Runner, The Doll's House, Harrison poetry)
- **NEA:** 2 1500 word essays, one poetry text and one prose text, worth 20% of the full A Level.

## COURSE TITLE

A Level English Literature B

## COURSE CODE

601/5328/3

## COURSE CONTACT

Mr W Mays

## EXAM BOARD

AQA

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 6 English Literature

## CAREERS

The Russell Group of top universities list English Literature A Level as one of their 'facilitating subjects': those that are considered academically rigorous and good preparation for degree level work. It is a great course to support an application for Higher Education, but it can also be very useful for the world of work. It is often a requirement if you are considering Law, English, theatre or creative writing at university, but is also highly recommended as preparation for Business, Humanities and language-based degrees. This particular course is especially suited to supporting the further study of Politics or History too.

English Literature is useful for a variety of careers, the most obvious of which are journalism, law, publishing, politics, teaching, and business management. On top of all this, the communication and analytical skills gained from writing essays are easily transferable and, as such, are appreciated in many different occupations.





# FRENCH

## YEAR 12 COURSE CONTENT

The A Level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. As languages are increasingly sought after in all aspects of business, the content is suitable for students who wish to progress to employment or to further study, including a modern foreign languages degree or combined with various other disciplines.

We study the following themes over the course of year 12:

- **Aspects of French-speaking society: current trends** - The changing nature of family, the 'cyber-society' and the place of voluntary work.
- **Artistic culture in the French-speaking world** - A culture proud of its heritage, contemporary francophone music and cinema.
- **Film:** La Haine (Mathieu Kassovitz).

## YEAR 13 COURSE CONTENT

We study the following themes over the course of year 13:

- **Aspects of French-speaking society: current issues** - Positive features of a diverse society, life for the marginalised, how criminals are treated.
- **Aspects of political life in the French-speaking world** - Teenagers, the right to vote and political commitment, demonstrations, strikes, politics and immigration
- **Novel:** 'Un Sac de Billes' (Joseph Joffo)
- **Individual Research Project** - For this project, you must identify a subject or a key question which is of interest to you and which relates to a country or countries where French is spoken. You must select relevant information in French from a range of sources including the internet. The aim of the project is to develop research skills as well as giving you the freedom to deepen your understanding of a topic which is of personal interest. You will demonstrate your ability to initiate and conduct individual research by analysing and summarising findings, in order to present and discuss them in the speaking exam at the end of year 13.

## ASSESSMENT

Assessment is by exams at the end of year 13.

- **Paper 1 - Listening, Reading, Writing:** 2 and a half hours, 100 marks, 50% of A Level
- **Paper 2 - Writing:** 2 hours, 80 marks, 20% of A Level
- **Paper 3 - Speaking:** 21–23 minutes (including 5 minutes preparation time), 60 marks, 30% of A Level.

## COURSE TITLE

A Level French

## COURSE CODE

601/8727/X

## COURSE CONTACT

Miss L Richardson

## EXAM BOARD

AQA

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 or above in English Language
- Grade 6 or above in French

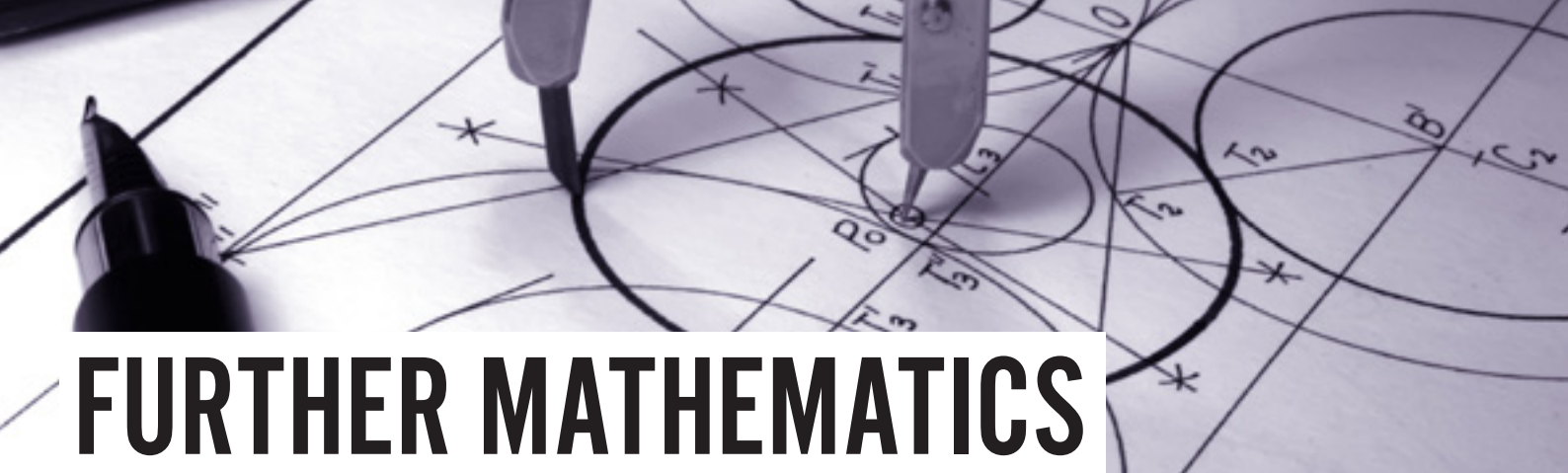
## CAREERS

Former CLV A level French students have gone on to study languages at university, as well as combining French with courses in Law, History, Business and Politics. It is also worth considering that many universities offer the opportunity to study a language as a subsidiary subject alongside a different degree, allowing you to keep up your language skills while you study something completely different as your main degree subject.

Speaking a foreign language can open up opportunities in a huge range of careers, as well as offering the chance of living or studying abroad, whether for a short time or permanently.

In an increasingly interconnected world, language skills are essential in the global marketplace and speaking an additional language can increase lifetime earnings by 2%. The need for linguists is also becoming more pronounced in careers such as diplomacy, defence and security.





# FURTHER MATHEMATICS

## YEAR 12 COURSE CONTENT

The AS Level Further Mathematics content falls under one of three broad areas:

**Core Pure** - on this side of the course some pure topics from A Level Mathematics are studied in greater depth, while some new topics are introduced. Algebraic work with series is extended and the powerful technique of proof by induction is used in various contexts. Complex numbers are introduced and these lead to solutions of problems in algebra and geometry. Matrices are used to solve systems of equations and to explore transformations. Vector methods are applied to problems involving lines and planes.

**Statistics** - on the Statistics side of the course, situations are modelled by discrete random variables; this allows inference about a population in the form of hypothesis testing and point and interval estimates of population parameters. The suitability of models is tested and bivariate data are investigated.

**Numerical Methods** - Much of AS/A Level Mathematics and Further Mathematics is restricted to problems which are amenable to exact solution. For many real world problems no exact methods exist and numerical methods are required to solve them. On this side of the course you will learn to apply numerical approaches to four topics from mathematics: solution of equations, differentiation, integration and approximating functions. You will learn how to use a spreadsheet to implement the methods and learn to analyse the errors associated with numerical methods.

## YEAR 13 COURSE CONTENT

The A Level Further Mathematics content both extends those techniques covered in year 12 and introduces new methods and concepts:

**Core Pure** - Complex numbers are revisited with a particular focus on the solution of problems in trigonometry. Calculus techniques are extended, including the use of hyperbolic functions and polar coordinates, and culminate in the solution of differential equations.

**Statistics** - In year 13, continuous random variables are considered. Simulation of random variables is also introduced - a powerful way of tackling challenging problems.

## ASSESSMENT

Students taking A Level Further Mathematics sit three papers at the end of year 13 in addition to their A Level Mathematics exams:

- **Core Pure:** Structured questions covering all pure content from year 1 and year 2. Time - 2 hours and 40 minutes (50% of A level Grade)
- **Statistics Major:** Time - 2 hours and 15 minutes (33.3% of A level Grade)
- **Numerical Methods:** Time - 1 hour and 15 minutes (16.7% of A level Grade).

## COURSE TITLE

A Level Further Mathematics B (MEI)

## COURSE CODE

603/1325/0

## COURSE CONTACT

Mr A Sargerson

## EXAM BOARD

OCR (MEI)

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 7 or above in Mathematics

This course **must** be taken alongside A Level Mathematics.

It is for strong mathematicians who get a kick out of persevering with seemingly impossible problems until they find a route through and who want to study the subject in a more sophisticated way. You will need to have found the Higher GCSE content straightforward and therefore already have strong technical skills.

Please contact your Maths teacher for further guidance.

## CAREERS

Students who are thinking of reading Mathematics, Computer Science, Physics or Engineering ought to take Further Mathematics, and it is strongly recommended for those who wish to study Economics at university.



# GEOGRAPHY

## YEAR 12 COURSE CONTENT

The world we live in is changing and Geography allows you to see why and how it is changing. Our goal is to give you a better understanding, and a lasting interest, in the world around us. The year 12 course focuses on tectonic processes and hazards, globalisation, coastal landscapes and regenerating places. In year 13, we will determine how we can cope with the estimated 10 billion world population by 2050. We will contemplate the implications for governments for natural resources. We will be investigating how these issues affect global development and connections and the superpower status of certain countries around the world.

In year 12 we study four modules:

- Dynamic Landscapes: Tectonic Processes and Hazards
- Dynamic Landscapes: Coastal Landscapes
- Dynamic Places: Globalisation
- Dynamic Places: Regenerating Places

## YEAR 13 COURSE CONTENT

In year 13, we build upon the content and skills developed in year 12 and look at a broader range of Geographical concepts. We cover:

- Physical Systems and Sustainability: The Water Cycle and Water Insecurity, The Carbon Cycles and Energy Security, Climate Change Futures
- Human Systems and Geopolitics - Superpowers, Global Development and Connections: Migration, Identity and Sovereignty
- A synoptic investigation of a geographical issue (identified by the exam board)

In addition to the examined content, you will also write an independent investigation. This is a written report of 3000-4000 words, which follows 4 days of fieldwork.

## ASSESSMENT

Modules are assessed by written examinations sat in June at the end of the two-year course, and by a piece of coursework.

- **Paper 1:** Physical paper (30% of qualification)
- **Paper 2:** Human paper (30% of qualification)
- **Paper 3:** (20% of qualification).

NEA Independent investigation (20% of qualification).

## COURSE TITLE

A Level Geography

## COURSE CODE

601/8417/6

## COURSE CONTACT

Mrs R Gill/Mrs L Penman

## EXAM BOARD

Pearson

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 6 Geography

Students are strongly advised to take Core Maths.

## CAREERS

Geography is highly valued by universities as an A Level choice, and it allows students to keep their options open in terms of further study and careers as it covers both arts and science components in human and physical Geography. You will also build upon many valued skills including communication, teamwork, time management, problem-solving, data analysis, map work, numeracy, literacy and a general awareness of the world around you.

Geography can lead you into a range of careers from weather presenting to town planning, from geology to accountancy. The world is your oyster!



# HISTORY

## YEAR 12 COURSE CONTENT

In year 12, you will have the opportunity to understand the significance of historical events, the role of individuals in history and the nature of change over time. A Level History will help you to gain a deeper understanding of the past through political, social, economic and cultural perspectives. The course is divided into 3 sections:

- **A breadth study of Tudor England, 1485-1603.** This option allows you to study in breadth issues of change, continuity, cause and consequence in this period. In year 12, you will study: Part One: Consolidation of the Tudor Dynasty: England 1485-1547 and Henry VII 1485-1509 and Henry VIII 1509-1547.
- **Revolution and Dictatorship: Russia, 1917-1953.** This option provides for the study in depth of the coming and practice of communism in Russia. It explores concepts such as Marxism, Communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables you to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change. In year 12, you will study: Part One: The Russian Revolution and the Rise of Stalin 1917-1929, Dissent and Revolution, 1917, Bolshevik consolidation, 1918-1924 and Stalin's rise to power 1924-1929.
- Towards the end of year 12, you will begin a historical independent **investigation into Britain and Ireland, 1880-1998.** This is an independent investigation into the relationship and conflict between the two nations.

## YEAR 13 COURSE CONTENT

In year 13, you will continue to explore the breadth and depth units. You will be developing the skills of critical analysis, gaining knowledge of the periods and analysing interpretations clearly and coherently.

### **The Tudors: England, 1485-1603 - Part Two: England: turmoil and triumph, 1547-1603**

- Instability and consolidation: 'the Mid-Tudor Crisis', 1547-1563
- The Triumph of Elizabeth, 1563-1603.

### **Revolution and Dictatorship: Russia, 1917-1953- Part Two: Stalin's Rule, 1929-1953**

- Economy and Society, 1929-1941
- Stalinism, politics and control, 1929-1941
- The Great Patriotic War and Stalin's Dictatorship, 1941-1953.

## ASSESSMENT

At the end of the 2 years you will have 2 examinations and one piece of coursework:

- **Breadth Study 100 years:** historical interpretations and developments, 40% of A Level
- **Depth Study:** Historical change and development with primary evidence, 40% of A Level
- **Historical independent investigation:** a 3500-4500 word essay, 20% of A Level.

## COURSE TITLE

A Level History

## COURSE CODE

601/4973/5

## COURSE CONTACT

Mrs E Thornton

## EXAM BOARD

AQA

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 6 or above in History
- Grade 6 or above in English Language

## CAREERS

The skill most developed by History is that of critical analysis, the ability to express ideas, knowledge and interpretations clearly and coherently. In the fields of management, law, administration, accountancy, journalism and marketing, this is a highly valued asset.

Many employers regard A Level History as an excellent training in the marshalling of arguments and in decision-making. As a well-respected academic discipline, History is considered a worthwhile A Level subject for entry to almost all degree courses.





# LAW

## YEAR 12 COURSE CONTENT

Across the first year, you will explore and evaluate how our legal system works and how laws are made. You will learn about various criminal offences (including offences against the person and property offences) and the defences that might be used by defendants facing criminal charges. After this, you will learn about various tort offences, exploring liability in civil matters as well as defences that might be raised.

In the first year, you will study:

- The Legal System
- Law Making
- Criminal Law
- The Law of Tort.

## YEAR 13 COURSE CONTENT

Within the second year, you will learn about human rights, exploring how they were established across history and ultimately protected within legislation. You will also consider how the law interacts and changes in line with morality, justice and society.

In the second year, you will study:

- Human Rights Law
- The Nature of Law.

## ASSESSMENT

At the end of the 2 years, you will complete 3 examinations in the summer.

- **Paper 1:** The legal system and criminal law
- **Paper 2:** Law making and the law of tort
- **Paper 3:** The nature of law and human rights.

Each exam is 2 hours long and they are all equally weighted.

## COURSE TITLE

A Level Law

## COURSE CODE

603/0706/7

## COURSE CONTACT

Mrs E Wilson

## EXAM BOARD

OCR

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 or above in either English Language or English Literature

## CAREERS

The Russell Group 'Informed Choices' recommends studying A Level Law for those wanting to study it at university.

This qualification will give you the appropriate skills and knowledge to pursue further qualifications to become a solicitor, barrister or legal executive. Other popular careers include the police, the prison service, the probation service, the civil service, teaching, social work, business and accounting.



# MATHEMATICS

## YEAR 12 COURSE CONTENT

You will cover three areas of Mathematics during the course: Pure Mathematics, Statistics and Mechanics.

**Pure topics include:** proof, algebra and functions, coordinate geometry, trigonometry, exponentials and logarithms, differentiation, integration and vectors.

**Statistics topics include:** statistical sampling, data presentation and interpretation, probability, statistical distributions and hypothesis testing.

**Mechanics topics include:** kinematics, forces and Newton's laws.

## YEAR 13 COURSE CONTENT

All of the key topics that were taught in year 12, with extended understanding, and additionally:

- **Pure Mathematics:** sequences and series and numerical methods
- **Statistics:** correlation and regression
- **Mechanics:** moments and vectors.

## ASSESSMENT

Students will sit 3 exams at the end of year 13.

- **Pure Mathematics 1:** Structured questions covering all pure content from year 1 and year 2. Time – 2 hours (33.3% of A level Grade)
- **Pure Mathematics 2:** Structured questions covering all pure content from year 1 and year 2. Time – 2 hours (33.3% of A level Grade)
- **Statistics and Mechanics:** Structured questions covering all applied content from year 1 and year 2. Section A (Statistics) and Section B (Mechanics). Time – 2 hours (33.3% of A level Grade).

## COURSE TITLE

A Level Mathematics

## COURSE CODE

603/1333/X

## COURSE CONTACT

Mr A Sargerson

## EXAM BOARD

Pearson

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 4 English Language
- Grade 6 Mathematics

## CAREERS

Many career opportunities open up for someone with an A Level in Mathematics. It is such a powerful subject; employers are always looking for people with good numerical and problem solving skills.

Fields include business, financial services, sciences, engineering, data analysis and medicine to name but a few. The study of A Level Maths leads naturally towards studying a degree course in any subject with a mathematical component.

# PHYSICS

## YEAR 12 COURSE CONTENT

Physics A Level builds on the topics studied at GCSE and looks at some of the big questions like “How did the universe begin?”, “What are the basic building blocks of matter?” and “How does the Sun keep on shining?” Physics also enables you to express your mathematical understanding of concepts such as forces, cosmology and quantum theory. Physics students develop skills in areas such as: problem solving, reasoning, numeracy, ICT and communication. Year 12 topics expand on many aspects introduced at GCSE. These topics consider essential ideas such as: the motion of objects using Newton’s Laws; how forces act; current, voltage and resistance in electrical circuits; and how materials respond to forces. The final topic starts to consider how physical models – in this case, for the nature of light – have developed due to new evidence.

The topics studied include:

- Working as a Physicist
- Mechanics
- Electric Circuits
- Materials
- Waves and Particle Nature of Light.

## YEAR 13 COURSE CONTENT

In year 13, you will extend your knowledge of the subject further by developing greater understanding of physical concepts and scenarios. You will extend your understanding of the motion of objects by learning about motion in a circle and also periodic motions, such as those of springs or pendulums. Ideas about electric circuits are extended to include capacitors and induction of an e.m.f. The structure of the atom – especially the nucleus – is studied, with reference to fundamental particles and to the energy available from nuclear reactions. This leads, through nuclear fusion, to consider how stars form and evolve as well as a wider study of the Universe. This study considers aspects of thermodynamics, as well as gravitational attractions between bodies.

- Further Mechanics
- Electric and Magnetic Fields
- Nuclear and Particle Physics
- Thermodynamics
- Space
- Nuclear Radiation
- Gravitational Fields
- Oscillations.

## ASSESSMENT

Assessment consists of three externally examined papers and the Science Practical Endorsement. You must complete all assessments in May/June in any single year.

- **Paper 1:** 30% (Mechanics, DC circuits, Electromagnetism, Thermal Physics)
- **Paper 2:** 30% (Material Science, Quantum Theory, Nuclear Physics, Modelling the Universe)
- **Paper 3:** 40% (Synoptic assessment; all content covered in year 12 and year 13).

Practical endorsement: You will be assessed through a minimum of 16 identified practical activities within each qualification. The assessment outcomes will be reported separately on certificates alongside the overall grade for the qualification. To achieve a pass, you must demonstrate that you are competent in all of the practical skills listed in the subject content requirements.

## COURSE TITLE

A Level Physics

## COURSE CODE

601/4848/2

## COURSE CONTACT

Mrs K Deans

## EXAM BOARD

Pearson

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 6 or above in Maths
- Grade 6 or above in Physics or 66 for Combined Science

It is recommended that students wishing to study Physics will also study Maths.

## CAREERS

Studying Physics does not limit your future career choices – it only opens more. With a radically changing job market, students who have studied A Level Physics are seen by employers to have exceptional problem solving skills, the ability to work in a logical manner, and the ability to work at the highest level of complexity.

Students who have studied Physics often go into careers such as engineering, finance, architecture, scientific research and many more.





# PSYCHOLOGY

## YEAR 12 COURSE CONTENT

**Memory:** In this topic, we study how psychologists think memory is organised in the brain and theories of why we forget things. We also study the fascinating topic of Eye Witness Testimony, if it is reliable and what factors might make such memories unreliable.

**Social Influence:** In this topic, we study the influence other people have on our behaviour. We study classic experiments from the past but also use case studies from social history to illustrate the power of minorities e.g. the Suffragettes.

**Psychopathologies (Mental Health):** Topics here include the causes and treatments of common disorders such as depression, OCD and phobias. We also discuss what we mean by mental illness in psychology.

**Forensic Psychology:** A topic about crime, answering some of society's most difficult questions: What makes a criminal and how can society best deal with criminal behaviour?

**Approaches in Psychology:** An overview of all the main perspectives in psychology e.g. cognitive, biological.

**Research Methods:** This topic is about how psychologists work, how they gather information about human and animal behaviour. We will complete practical work of our own. The focus in year 12 is on experimental methods and correlations. It also includes how this information is analysed and presented using statistics.

## YEAR 13 COURSE CONTENT

**Biopsychology:** We study the science behind sleep and also other biorhythms, neuroscience and brain scanning. We investigate if areas of the brain have special functions such as language.

**Gender:** This subject is very topical and is new to the syllabus. It explores where our gender identity comes from using different perspectives and applies what we know to real-life problems such as Gender Identity Disorder.

**Schizophrenia:** This topic studies the causes of this mental illness and evaluates current treatments available using real-life case studies. This topic is also a basis on which to explore the nature-nurture debate.

**Attachment:** In this topic, we study infant psychology and what we know about the science of "bringing up baby". Crucial to this is studying what the effects of deprivation and privation are on later relationships. This is also a topic that includes animal research.

**Research Methods:** This is a continuation of year 12 work but expanded to include more methods and more types of statistical analysis. Practical work continues but is designed to be completed more independently.

**Issues and Debates:** A synoptic unit bringing together everything we have studied over the two years using themes and issues in psychology. Examples would be cultural bias, the nature-nurture debate and ethical issues.

## ASSESSMENT

All units are assessed by examination at the end of two years. Topics are organised into 3 papers, each topic being tested only once, however research methods and issues and debates are embedded as themes across all papers as well as topics in their own right.

There will be 3 papers. Each has equal weighting and lasts for 2 hours.

You will be tested on knowledge and understanding (AO1), application to real-life and research methods (AO2) and evaluation (AO3). Evaluation marks and research methods marks make up a bigger share of the total marks than the other assessment objectives.

There is no assessed coursework but you are expected to carry out practical work to help you understand research methodology and to become familiar with data analysis.

## COURSE TITLE

A Level Psychology

## COURSE CODE

601/4838/X

## COURSE CONTACT

Mrs J Brechin

## EXAM BOARD

AQA

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 6 in a Science subject (single or dual) or Geography

Students may find studying Core Maths useful for this course.

## CAREERS

The skills you learn on a psychology course are attractive to employers as they combine practical work and statistics with communication skills such as essay writing. Careers exist in sports psychology, business or organisational psychology, clinical or forensic psychology. It is also relevant to those seeking a career in the caring and health professions such as teaching, nursing, social work and policing.



# SOCIOLOGY

## YEAR 12 COURSE CONTENT

In year 12, you will study three main topics:

**Education** (achievement by social class; achievement by race and ethnicity; achievement by gender; functionalist, Marxist and New Right views on education; government policies on education).

**Families and Households** (couples; childhood; functionalist, Marxist and feminist views on the family; demography; changing family patterns; New Right and postmodernist views on family diversity; government policies on the family).

**Research Methods** (positivism, interpretivism, sampling techniques, triangulation, experiments, questionnaires, interviews, observation, official statistics, documents, content analysis, life histories, case studies and longitudinal studies).

To be successful in the year 12 course, you will need to be prepared to read extensively and be able to write about a range of challenging topics and issues in depth.

## YEAR 13 COURSE CONTENT

In year 13, you will study three main topics:

**Beliefs in Society:** (functionalist, Marxist, feminist and postmodernist views on religion; religion and social change; secularisation debates; religious organisations; religious participation by age, social class, gender and ethnicity; religion and globalisation; religious fundamentalism; religion, science and ideology as belief systems).

**Crime and Deviance:** (functionalist, subcultural, Marxist, realist and postmodern views on crime; crime and gender; crime and ethnicity; crime and the media; green crime; state crime; crime prevention strategies; punishment; victimology).

**Theory and Methods:** (primary methods; secondary methods; positivism and interpretivism; functionalism; Marxism; feminism; symbolic interactionism; phenomenology; ethnomethodology; postmodernism; objectivity and values in sociology; sociology and social policy).

To be successful in the year 13 course, you will need to be prepared to read extensively and be able to write about a range of complex topics and issues in depth.

## ASSESSMENT

All modules are assessed by written examination. At the end of year 13, you will sit three 120 minute exams. This will lead to an A Level qualification in Sociology.

- **Paper 1:** Education with Theory and Methods
- **Paper 2:** Topics in Sociology (Families and Households and Beliefs in Society)
- **Paper 3:** Crime and Deviance with Theory and Methods.

A Level Sociology is a very demanding course and you will need to complete timed exam practice papers on a regular basis.

## COURSE TITLE

A Level Sociology

## COURSE CODE

601/3994/8

## COURSE CONTACT

Mr M Wilkinson

## EXAM BOARD

AQA

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language

## CAREERS

This course is a very useful qualification for any occupation which involves working with people such as journalism, law, business management, teaching and the police.

For those wishing to proceed to Higher Education, Sociology is useful for the study of subjects such as Law, Politics, History, English and other Social Science subjects.





# SPANISH

## YEAR 12 COURSE CONTENT

The year 12 course builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and to society. You will develop your understanding of themes relating to the society and culture of the country or countries where Spanish is spoken, and your language skills; you will do this by using authentic spoken and written sources in Spanish.

The approach is a focus on how Spanish-speaking society has been shaped, socially and culturally, and how it continues to change. You will study aspects of the social context together with aspects of the artistic life of Spanish-speaking countries.

You must also study one book or film from the lists in the specification, which you will do in year 13. You must know, understand and be able to respond critically in writing in Spanish to the work you have studied. Your knowledge and understanding must include a critical response to aspects such as the structure of the plot, characterisation, and the use of imagery or other stylistic features appropriate to the work studied.

## YEAR 13 COURSE CONTENT

The year 13 course builds on the knowledge, understanding and skills gained in year 12 and is suitable for students who wish to progress to employment or to further study, including a modern languages degree.

In the second year, further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. You also study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement.

You will develop your knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and your language skills. You will do this by using authentic spoken and written sources in Spanish.

The choice of works (literary texts and films) offers opportunities to link with the themes so that, for example, the novel 'Crónica de una Muerte Anunciada' could be linked to the sub-theme "Modern and Traditional Values" while the film 'Pan's Labyrinth' could be connected to the sub-theme "Monarchies and Dictatorships".

You must also study either one book and one film or two books from the specification. You must appreciate, analyse and be able to respond critically in writing in Spanish to the work you have studied. Your understanding of the work must include a critical appreciation of the concepts and issues covered and a critical and analytical response to features such as the form and the technique of presentation as appropriate to the work studied.

## ASSESSMENT

Assessment is by exams at the end of year 13.

- **Paper 1 - Listening, Reading & Writing:** 2hrs 30mins, 100 marks, 50% of A Level
- **Paper 2 - Writing:** 2 hours, 80 marks, 20% of A Level
- **Paper 3 - Speaking:** 21-23 minutes (including 5 minutes preparation time), 60 marks, 30% of A Level.

## COURSE TITLE

A Level Spanish

## COURSE CODE

601/8732/3

## COURSE CONTACT

Ms F Anderson

## EXAM BOARD

AQA

## ENTRY REQUIREMENTS

Students are expected to have 5 Grade 5 GCSEs including:

- Grade 5 English Language
- Grade 6 Spanish

## CAREERS

Former students have gone on to study a variety of languages at University, as well as combining languages with courses in Law, Business or Science. Many Universities offer the opportunity to study a language as a subsidiary subject alongside a different degree, allowing you to keep up your language skills while you study something completely different. Speaking a foreign language can open up opportunities in a huge range of careers, as well as offering the chance of living or studying abroad. Foreign languages are necessary in most sectors due to the proliferation of multinational businesses, internet-based companies, and the onset of globalisation. In the Higher Education sector, for example, foreign language skills are required in a variety of roles. There are, of course, lecturing and teaching posts in foreign language departments that demand multi-lingual proficiency. International Offices also require foreign language speakers for translating and interpreting.



# SIXTH FORM LIFE

**ACADEMIC SUCCESS IS AN IMPORTANT PART OF LIFE BUT STUDENTS AT CRAMLINGTON LEARNING VILLAGE ARE ENCOURAGED TO DEVELOP IN MANY OTHER WAYS.**

Through their Sixth Form profile, students are encouraged to take part in a whole range of enrichment activities; some activities focus on personal development, others show a commitment to service and the wider community.

## MASTER CLASSES & LECTURES

A number of opportunities are available to you through local universities and businesses to take part in lectures and classes. These include mini-medical school, health workshops and lectures. You are strongly advised to take advantage of those on offer.

## LEADERSHIP GROUP

Students in year 12 are invited to apply for a position in the leadership group. This group represents the student body and the school at wider events. It is an opportunity to develop leadership skills and take on wider responsibilities.

## ENRICHMENT & WELLBEING DAYS

These days continue in the Sixth Form and focus on the skills needed for Sixth Form and beyond. Some sessions are spent developing independent living skills like cooking and budgeting; others concentrate on university applications and student finance. In year 12, you will have the chance to prepare for additional A Levels like Extended Project Qualification (EPQ).

## FUNDRAISING

The Sixth Form charity group fundraise throughout the year, raising money for a wide range of causes.

## CHALLENGE WEDNESDAY MENTORS

A huge number of our Sixth Formers sign up to help support younger students during their Challenge Wednesday activities.

## RESIDENTIALS & FIELD TRIPS

Last year students took full advantage of the chance to travel to universities throughout the UK. Students travelled to Cambridge to take part in a two-day residential at King's College, trips to Leeds University and Oxford also took place. Students also took part in an exchange programme with a school in Bettendorf, USA. Students have represented us in a thought-provoking visit to Auschwitz and in the Global Schools Forum on perinatal mortality. We are very grateful for the insights and reflections these teams have brought back to us.

## COMMUNITY WEEK

During July, all year 12 students work on a service project. This may be locally or much further afield! These experiences have been life-changing for some of our students. Our students have worked with food banks, become dementia friends, took part in gardening projects for communities in Cramlington, worked with children with special needs in Newcastle and much, much more.

## WORK EXPERIENCE

In partnership with local businesses and schools, you can take advantage of short and long term placements to try out aptitudes and interests. This is a great opportunity to get some hands-on experience and is increasingly valuable on a CV.



# OTHER OPPORTUNITIES

When students come to make their course choices they must also pick one course from Block X. We currently offer Core Maths, Extended Project Qualification (EPQ), Mini Medical School and Sports Leadership. These courses may be new to you, below is more information about each one. Please feel free to ask us more about these courses at our Information Evening.

## CORE MATHS

This is a Level 3 course for students who achieve a Grade 4 or above in GCSE Maths. The qualification is designed to prepare you for the mathematical demands of work, study and life. The skills developed in the study of Mathematics are increasingly important in the workplace and in higher education; studying Core Maths will help you keep up these essential skills. However, Core Maths should not be seen as a replacement for A Level Maths but rather to complement other A Level choices where Maths has not been chosen.

Core Maths follows a one year specification and has been designed to maintain and develop real-life maths skills. What you study is not purely theoretical or abstract; it can be applied on a day-to-day basis in work, study or life and will include a financial maths element. It will also help with other A Level subjects, in particular with the Sciences, Geography, Business Studies, Psychology and Economics.

Most students who study some form of Maths after GCSE improve their career choices and increase their earning potential. Many roles in today's workplace require high levels of budget management and problem-solving skills; Core Maths will be a useful tool in equipping you with these skills. The course has been developed with employers, universities and professional bodies as valuable preparation for Higher Education and employment.

**Entry requirements: Minimum Grade 4 in GCSE Maths. Students who achieve a grade 7 or above in GCSE Maths have historically performed very well on this course. If you are somebody that is interested in pursuing Maths beyond GCSE, but would prefer less algebra, this course might be just what you are looking for.**

## EXTENDED PROJECT QUALIFICATION

Extended Project Qualification (EPQ) is a Level 3 course for students which allows them to extend their abilities beyond their subjects and prepare for university or their future career. It is worth half an A Level (28 UCAS points) so can be used to earn extra UCAS points. An increasing number of universities are including the EPQ in their offers to students.

"Nearly 1 in 5 successful applicants to Durham had completed the EPQ" - Durham University.

**Entry requirements: Minimum Grade 4 in GCSE English.**

## MINI MEDICAL SCHOOL

This is a new programme which we have developed for students who are interested in a career in medicine, dentistry, nursing, physiotherapy and Veterinary Science. This curated programme is designed to support you in developing your knowledge of the NHS and the range of professions within the service. You will develop an understanding of Medical ethics and NHS core values and reflect on how the skills you have can be transferred to the careers you are planning to follow. You will have the opportunity to speak with professionals in their field and engage with First Aid training. Although this course does not qualify for UCAS points it would help to prepare you with organising work experience, mock MMI interview practice for University courses and for employment in the NHS.

## SPORTS LEADERSHIP

Sports Leaders is a Level 3 qualification, designed for those students who have a passion for providing opportunity for inclusive sport and physical activity. Students undertaking the qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation, whilst learning to lead basic physical activities to younger people, their peers and within the community. The course specifically focuses on improving communication, self belief, teamwork, self management and problem solving; five key areas which are vital for all career pathways.

This is a one year course which has 6 core units; three of these units are theoretically based and three are practically based. You will undertake 14 hours of assessed leadership of your own sport/physical activity sessions and events, which you have planned and developed.

This Sport Leaders course is worth 16 UCAS points. If you plan on applying for any sport courses at university, you should consider taking this course. Sports Leaders is also a fantastic course which complements many other career pathways and degrees, from business management to teaching degrees.

**Entry requirements: Minimum Grade 4 in GCSE English.**




# WHAT HAPPENS NEXT?

1. Read this booklet
  2. Our Information evening takes place on Thursday 30<sup>th</sup> January. Make a list of questions you have about Sixth Form, the courses you are interested in etc. All courses will be represented by a member of staff who will answer any questions you have. Current students will also be available for you to talk to about Sixth Form life
  3. Every student considering Sixth Form should book an interview. You can book your interview via SchoolCloud. If you are not currently a CLV student please call us on 01670 597864 to arrange your interview. Information regarding interview dates will be made available via letter and through our website. Look at the choices table and pick your preliminary choices. These can be discussed or changed at your interview
  4. Attend your interview, discuss your choices and confirm them - these are your provisional choices
  5. You will receive a letter in May with your provisional choices. You **MUST** check this carefully
  6. Attend taster days in July to check your course choices and to find out more about sixth form life. You should attend one two-day course
  7. You will receive your GCSE Results in the summer
  8. Attend Registration Day in August.
- Please remember if you have any questions about Sixth Form please get in touch.








Cramlington Learning Village  
Highburn  
Northumberland  
NE23 6BN

 01670 597864

 6thform@cramlingtonlv.co.uk

 [www.cramlingtonlv.co.uk](http://www.cramlingtonlv.co.uk)